



BOWEN UNIVERSITY

(of The Nigerian Baptist Convention)
Iwo, Nigeria

Fourth Convocation Lecture

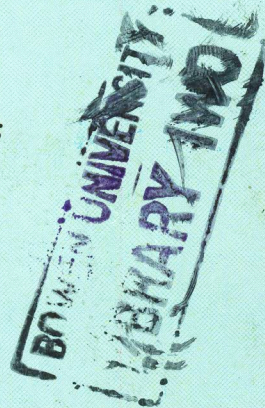
**"THE ROLE OF THE UNIVERSITY IN THE 21ST CENTURY:
TOWARD A NEW PARADIGM"**

delivered by

DR. OLADELE OLAJIDE, MBBS;
*Fellow, Royal College of Psychiatrists,
Senior Consultant, Institute of Psychiatry,
Kings College, London.*

on

Friday, 6th November, 2009

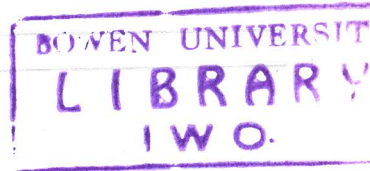


BOWEN UNIVERSITY

(Of The Nigerian Baptist Convention)

IWO - NIGERIA

THE ROLE OF THE UNIVERSITY AND ITS COMMUNITY IN THE 21ST CENTURY: TOWARDS A NEW PARADIGM



CONVOCATION LECTURE

DELIVERED BY

Dr. Dele Olajide, Ph.D., FRCPsych.

Consultant Psychiatrist, Maudsley Hospital, London. UK

On the occasion of the

4th Convocation

Friday, 6th November 2009



Protocol

The General Secretary of the Nigerian Baptist Convention and Visitor to the University – *Revd Dr. Solomon Ademola Ishola,*

The President of the Nigerian Baptist Convention and Chancellor of the University – *Revd Dr. B. U. Enyioha,*

All Members of the Executive Committee of the Nigerian Baptist Convention,

His Excellency, the Executive Governor of Osun State – *Prince (Dr.) Olagunsoye Oyinlola*

Other State Governors here present,

Honourable Minister of Education - *Dr. Sam Egwu,*

Other Honourable Ministers here present,

Government officials at Federal, State and Local Government levels,

Your Royal Highnesses,

Pro-Chancellor/Chairman, Bowen University Governing Council and Chairman of this occasion – *Deacon Professor Ebenezer Adebisi Adebowale,*

All Members of the Governing Council of Bowen University,

The Vice Chancellor, Principal Officers, Provost, Deans and Directors of Bowen University,

Members of Senate and Congregation of Bowen University,

Pro-Chancellors, Vice Chancellors and other representatives of other Universities,

Distinguished Members of the Graduating Class,

Parents and Guardians of Graduating Students,

All Invited Guests

Staff and Students of Bowen University,

Gentlemen of the Press,

Distinguished Ladies and Gentlemen

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INTRODUCTION

I consider it a great privilege to be invited to deliver this Lecture. When the Vice – Chancellor, Professor Timothy Olagbemi called me to discuss the invitation, he softened the blow of apprehension which I had when he kindly offered me the opportunity to decide a topic of my choice. Rather than restrict myself to my field of psychiatry, I could not resist the allure of painting broad strokes on the wide canvass that the role of the university and its community offers me as both an inhabitant and observer of this dyadic relationship.

I visited Bowen University in March earlier this year and while I was certain that I shall be visiting again, little did I realise that I would be visiting so soon! I was particularly impressed with the transformation taking place in this oasis of learning and the eager faces of the young undergraduates in their smart uniforms and the dignity with which they comported themselves. I was transported in time with nostalgia to my days as a young student at the Baptist High School, Jos, when I, like the other beneficiaries of a Baptist education looked forward with earnest expectation to the establishment of a Baptist University in Nigeria. With a heart full of praises to God, I wish to express my personal joy to be alive to witness the birth of our collective dream - Bowen University. I wish to heartily congratulate the entire Baptist family in general on this great and laudable achievement.

I also wish to congratulate the Governing Council, Management, Staff and Students of the University on the rapid achievements so far recorded within the relatively short period of existence of the University.

Distinguished ladies and gentlemen, I feel highly honoured to be invited to deliver the 4th Convocation Lecture of the University which I have titled "THE ROLE OF THE UNIVERSITY AND ITS COMMUNITY IN THE 21ST CENTURY: TOWARDS A NEW PARADIGM".



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“There is nothing more difficult to carry out, more doubtful of success, nor more dangerous to handle than to initiate a new order of things. For those who would institute change have enemies in all those who profit by the old order, and they have only lukewarm defenders in all those who would profit by the new order” (Niccolo Machiavelli, 1490)

What is the purpose of a university education?

John Henry Newman writes in “The Idea of a University”, that with a university education, “a habit of mind is formed which lasts through life”. He then asserts that “any kind of knowledge, if it be really such, is its own reward” (Discourse 5). According to Newman, a university education should be designed to last a lifetime and not just a means to a career!

At a first reading, Newman’s exhortation that the acquisition of knowledge is its own reward may not resonate with young undergraduates like yourselves or even some of your parents who are paying the fees and who know too well, the impact of the current local and global financial crisis. You may well ask, “What is so wrong with aspiring to obtain the much coveted degree which is culturally perceived as a passport to career opportunities, higher pay, upward social mobility and the potential to altruistically help other members of one’s extended family?”. You may be reinforced in such thinking because great emphasis is placed by most societies and cultures, including our own in Nigeria, on what it regards as a successful person. If success is having plenty of money to buy material items, a degree can certainly prepare you for that. If success is measured in terms of the amount of knowledge acquired in certain subjects, a university education can also help you to achieve your objective. I will respectfully challenge such assumptions by stating that as desirable as the acquisition of a university degree may be, education is more than the acquisition of a degree. Again, with great respect, university education should be more than pedagogical process which facilitates memorising of books and facts and passing prescribed examinations.



I believe that a liberal education is closest to the purpose of a university that seeks to be a centre of excellence both locally and globally. So, what is a Liberal education? The Association of American Colleges and Universities defines Liberal education as an approach to learning that empowers individuals and prepares them to deal with complexity, diversity and change. Liberal education provides students with broad knowledge of the wider world of science, culture and society as well as an in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferrable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings. Liberal education fosters life- long learning. The philosophical underpinnings of Bowen University are firmly rooted in the provision and nurturing of a liberal education. I can say, with some confidence, that both the faculty and students are in one of the best institutions of higher learning in this country. It is a cause for celebration and pride, that Bowen University, although comparatively young with other established universities, has already become a beacon of hope for those who are sceptical about the future of private universities in Nigeria by virtue of its vitality and the pursuit of excellence in all spheres of academic endeavours.

The Role of the Faculty in the University

If as articulated above, the purpose of a university education is to equip the students with an approach to learning which prepares them to deal with complex societal systems, diversity and change, how well is the faculty fulfilling this role? Secondly, given the expectation that the university should perform the role of intellectual leader and moral critic in the public domain and given the perceived disconnect between expectation and reality, how can Universities in Nigeria fulfil this other role?

When a similar crisis of confidence between society and the universities became a cause of concern in America in the 80's, the renowned American educator and President of the Carnegie Foundation for the Advancement of Teaching, Ernest Boyer, produced an influential essay on "Scholarship Reconsidered: Priorities of the Professoriate".



The Boyer report (1990) articulated a new paradigm for faculty scholarly activity which expanded the concept of scholarship, which was traditionally viewed as the scientific discovery of new knowledge (i.e. research), to include three other equally important areas: the scholarship of integration; the scholarship of application and the scholarship of teaching (considered as neglected by undergraduates and poorly regarded by the university reward system). The first two functions of scholarship, discovery and integration, reflect the investigative and synthesizing traditions of academic life. The third function, application, is the engagement of the scholar in extending and applying knowledge to address consequential outreach and community engagement. The fourth function, teaching, involves scholars in sharing their scholarship with others.

The scholarship of discovery: This involves being the first to find out, to know, or to reveal or revise theories, principles, knowledge, or creations. Academic discovery reflects “the commitment to knowledge for its own sake, to freedom of inquiry and to following in a disciplined fashion, an investigation wherever it may lead”. Discovery entails the capacity to take a fresh look at prevailing theories and revising them to fit new challenges or providing new solutions to everyday problems in an imaginative way. It requires application, self discipline and sheer hard work. Discovery is more than a *eureka* moment,. It is, as Thomas Edison is quoted as saying with respect to invention, “1% inspiration and 99% perspiration”! The scholarship of discovery is made manifest through teaching, dissemination and service.

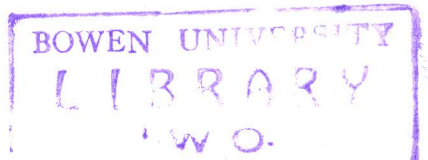
The Scholarship of Integration: This is the ability to make connections across otherwise unrelated disciplines and specialities to illuminate new data and being able to see the “bigger picture”. Interdisciplinary research brings together knowledge from their respective theoretical backgrounds to provide new insights and understanding to the work of the academy. In the words of Boyer (1990), it means “interpreting, fitting one’s own research or the research of others, into larger intellectual patterns”. Integration brings divergent knowledge, artistic creations and original works together.



The Scholarship of Application: Application involves bringing knowledge to bear in addressing significant societal issues. Application involves the use of knowledge or creative activities for development and change.

While scholars define the topics of inquiry in the scholarships of discovery and the scholarship of integration; communities, government and prevailing societal issues define the agenda for the scholarship of application. I would like to illustrate the integrative nature of scholarship using two indirectly linked societal problems which should be a legitimate preoccupation of the universities in Nigeria.

The world is currently engaged in seeking alternative sources of energy to fossil fuels and one potential candidate is solar energy. The technology is available but solar power is not considered economically viable on a commercial basis at the present time for the reasons which I will address in due course. The seasonal availability of sunlight in the northern hemisphere reduces the universal applicability of this technology or at any rate, makes it rather more expensive than conventional energy sources. In the southern hemisphere, on the other hand, there is almost all year round sunlight making this alternative form of energy generation a real possibility. This is a technology that can be modified for our region, thereby alleviating the current overreliance on the generator. A not unrelated problem, with far greater deleterious impact on society, is the lack of portable and safe water. We have the technological knowhow to provide huge quantities of water by digging a network of underground bore holes as has been done successfully in Kenya. Now, it seems to me, as a non engineer, that if you generate sufficient electricity through solar power, you will not only be able to power the drill that will dig your bore holes but also be able to power the hydraulic pumps that carry the water to the taps. If Bowen University were to become self sufficient in the supply of electricity and water on its campus, what will stop you, from supplying clean water to the local Iwo community? Not only will both communities benefit, but Bowen University will achieve the unintended consequence of reducing water borne killer diseases and also the good will of the community. As a Christian University you will be providing a



role model for the country in how to foster good neighbourliness with your predominantly Muslim community. Here is true interdisciplinary scholarship involving: architecture, hydrogeology, engineering, social science, medicine, economics and university governance opinion leaders in a predominantly Muslim community.

The Scholarship of Teaching: Teaching entails the capacity to develop the knowledge, skill, mind, character or ability of students. Given the young age of undergraduates, capacity for mentoring is essential. Teaching should not only transmit knowledge but transform and extend it as well.

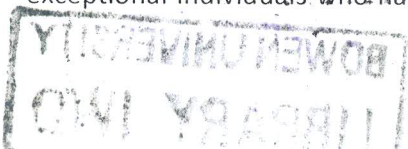
I will submit that teaching should encourage active and not passive receipt of knowledge. It should encourage students to be critical, analytical as well as creative and most importantly, engender an atmosphere of dynamic intellectual tension between the Teacher and the student. Pedagogical procedures must be carefully planned, continuously examined and relate to the subject taught. Teaching must be valued by the University and adequately rewarded.

A successful and progressive university will comprise faculty with mixed skills in the scholarships of Discovery, Integration, Application and Teaching. It is highly unlikely that any one member of the academy will be competent or excel in all the areas of the academy scholarship. Should a university in a developing economy with low/inadequate funding and a small pool of academics, aim for excellence in each area of scholarship and risk failing in any critical domain of scholarship? For example, a young university may not have sufficient resources to attract the best research minds but have an abundant reservoir of seasoned professionals capable of the scholarship of teaching? Who is better able to teach and inspire students in Banking, Journalism or Politics than renowned experts in their fields who have "lived the experience". These renowned experts may not necessarily have a string of publications in peer reviewed learned journals but can enthuse their students with the intellectual curiosity necessary for the development of the scholarship of discovery?



While this is an established practice in older established world class universities, newer universities in the west are also following the trend. But we have had a similar tradition in Nigeria going back to the 60's. The first professor of Psychiatry at the University of Ibadan was T Adeoye Lambo, who at the time of his appointment was not on the faculty of the University but the Medical Superintendent at Aro Psychiatric Hospital. Adeoye Lambo had developed the Aro Village community psychiatric service in partnership with local farmers and villagers as well as herbalists and traditional healers. This innovative and destigmatising approach to the care of the mentally ill away from the prevailing asylum care prevalent in Europe and America, later became central in the philosophy upon which community psychiatry was developed in the 70's, and which is now central to the enlightened treatment of the mentally ill the world over. As many of you will know, Adeoye Lambo later became the Vice Chancellor of the University of Ibadan and later still, became the first African Deputy Director General of the World Health Organisation.

Today, in the world of literature, Wole Soyinka is a preeminent force to be reckoned with. Yet, during my time as an undergraduate at Ibadan in the early 70's, he was an iconoclastic Playwright dramatist with an uneasy relationship with the university and the ruling establishment. The new University of Ife (now, Obafemi Awolowo University) had the foresight to appoint him as Professor of Comparative Literature. Again, you all know that he went on to become the first African Nobel Laureate in Literature in 1986. His plays are still performed in major theatres all over the world (I had the pleasure of seeing "Death and the King's Horseman" as an undergraduate and again this year in London with my wife, children, grandson and English friends). Wole Soyinka represents par excellence, the internationalisation of scholarship as even now at the age of 75, he is currently the Elias Ghanem Professor of Creative Writing at the University of Nevada, Las Vegas. President Barack Obama was a Professor of Constitutional Law at the University of Chicago while practising as a civil rights lawyer and later as a Senator from Illinois. There is a trend in world-class universities to tap into this group of exceptional individuals who have made a name for themselves in their



respective professions to be recruited into faculties to provide added value. As a young university with a dynamic and visionary leader in the person of Professor Timothy Olagbemi at the helm, I will recommend the adoption of recruiting talents from wherever you can while you grow your young scholars who will take over the helm of this noble university.

In addition to the endeavours of the individual academic, the various departments and faculties of the university must also pull their resources together in interdisciplinary collaborative. This is in order to provide a critical mass of scholarship required to deal with complex questions or research rather than pursue solitary and interesting research with few or no resources to see such projects to fruition. An interdisciplinary and cross cutting research application stands a better chance of success than a subject specific application by a solitary researcher when competing for funds. I may even be so bold as to suggest that when it comes to competing for dwindling national and international research and development funds, an interdisciplinary and multicentre application from the whole university community stands a better chance of success if Bowen wants to be a regional or global player in the 21st century. Again this is becoming the trend in Europe with the creation of Academic Health Sciences Centres which are combinations of Universities and First rate Teaching Hospitals one example of these being one in which I work comprising: Kings College London and King's College Hospital, Guys and St Thomas' and South London & Maudsley NHS Foundation Trusts.

Africa in the League Table of World Universities

I present in Table 1, how as of July 2009, African universities' ranking in the league table of world universities as compiled by Cybermetrics Lab CSIC (Consejo Superior De Investigaciones Cientificas), a web based organisation with comparable reliability with other similar organisations. It rates 17,000 Higher Education Institutions world wide by evaluating their activity and visibility on the web as indicator of the impact and prestige of these universities. It considers its ranking as summarising the global performance of the university which could



provide information for students and scholars. American Universities have consistently occupied the top twenty positions. In Africa, South Africa has an unassailable position (occupying 8 of the top 10 positions) with Egyptian Universities occupying the other two. The Universities of Benin and Ilorin make the strongest showing in Nigeria (61st and 77th respectively in the top 100 universities in the Africa region but ranked 6,602 and 7,902 respectively in the world). The older and established universities like Ibadan and Lagos seem to have fallen behind.

It is possible that well endowed research universities in the West which are capable of attracting international students and faculty fare much better in these ratings than universities in developing countries. The strong showing by universities in Singapore, Thailand and Ghana indicates to me that universities in emerging economies can compete with the West given good governance and the will to succeed. The danger for Universities in emerging economies capable of attracting high profile research academics is that they may find that these scholars come for their own agenda rather than address local issues, which once they have completed their research, they move on like tourists.

Finally, Nigeria as the 7th or 8th major oil producer in the world needs to change its priorities in terms of funding the universities and invest more in higher education if it is to become a major global player and stem the tide of brain drain. The University is still the engine for economic and social change. Private Universities may be good at setting academic standards but they need to be partnered with State and Central Governments in order to undertake research and development work which will benefit the economy, influence policy making and transform civic society. Such partnership is a win- win situation.

In my view, Bowen's position in the league tables will not be determined by competing with world-class universities but by excelling in local research which will fill the missing gap in world knowledge about Nigeria. If you were to do this well, Bowen will become a major regional player as well as having a realistic chance of becoming a global player on your own terms!

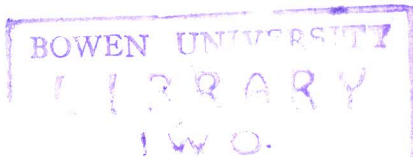


Table1. Webometrics ranking of World Universities: Africa

Africa Continent	University	Country	World Ranking
1	U. Cape Town	South Africa	405
2	U. of Pretoria	South Africa	509
3	Stellenbosch	South Africa	555
4	Witwatersrand	South Africa	693
5	Rhodes University	South Africa	922
6	Kwazulu Natal	South Africa	1,076
7	Western Cape	South Africa	1,102
8	Cairo University	Egypt	1,219
9	American U. Cairo	Egypt	1,334
10	N Mandela Metro. U	South Africa	1,446
61	U of Benin	Nigeria	6,602
77	U. of Ilorin	Nigeria	7,902
78	O. Awolowo U, Ife	Nigeria	7,942
81	U. of Ibadan	Nigeria	8,034
95	U. of Lagos	Nigeria	8,871



Training the Trainers and new methods of Distance Learning

The universities in the south are finding it increasingly difficult to send their young graduates to their traditional Northern allies to study for their Masters or Doctorates. This is not merely a question of financial hardship but in part due to physical and virtual borders erected to keep out people from the South. It is time for African universities to consider forming collaborative partnerships with Nordic, Asian, East European and neighbours like South Africa. An example of such collaboration is contained in the recently published report by the eight Danish Universities: *Building Stronger Universities in Developing Countries* (University of Denmark, 2009). This report concluded, that research and tertiary education as drivers of socio-economic development are becoming increasingly more evident in all parts of society and recommended that the Danish Universities can contribute to long term capacity building within research and higher education in developing countries in two areas:

- a) Increased national support for the development of “Networks of Excellence” and
- b) More scholarships for MSc, MBA and PhD students from developing countries.

Bowen University may want to explore such relationships in addition to those being cultivated in the USA and the UK.

The benefits of e-learning

Given the rapid expansion of internet usage in the world and Africa in particular (879.8%) in the period between 2000-2007 (Table2), internet based study programmes, developed and anchored locally could be a way to keep the academics at their home institutions. This has the advantage of creating new learning environments for larger masses of the faculty and students alike; and has the potential to improve capacity and accessibility as well as provide a more affordable higher education for more students, and avoid the brain drain from already scarce human



resources (Hague & Ask). The United Nations University (UNU) encourages activities that may raise competence and confidence at universities in developing countries. The Global Virtual University (UNU-GVU) a special branch of UNU over a 5 year pilot (2002-2007) initiated and established a global network of universities for developing joint degrees and building online competence for tutors and course developers. The main objectives are to support sustainable development and establishment of learning organisations and communities that strengthen local competence and meet demands for higher education.

The potential benefits of the functionalities of the mobile phone are only now being explored in research and health service provision.

There are over 50 million handsets in Nigeria (compared to 70 million in the UK) and in both countries, some individuals own more than one handset. The mobile phone using Global System for Mobile (GSM) communication links people in villages, towns, countries and continents in a way that was not thought possible a mere decade ago and combined with the internet, has made all of us citizens of a truly global village. The mobile phone and internet have revolutionised the way we study, work and expanded our virtual social networks, but have they also undermined our traditional informal support networks based around extended family systems? What is the impact of the mobile phone on the local trader in the villages, towns and cities all over the land? Has the mobile phone played any part in the democratization of our politics? How can we harness this technology in health promotion campaign? These are legitimate research questions of vital national interest. With the sophisticated ICT (Information, Communication & Technology) infrastructure being created here at Bowen University, you have the potential to provide the nation with answers to some of these questions.



Table 2 World internet usage and population statistics (e-learning)

World Regions	Population (2007Est.)	Population % of World	Internet usage, latest data	% Population Penetration	Usage % of world	Usage Growth 2000-07
Africa	941,249,130	14.2%	44,234,240	4.7%	3.5%	879.8%
Asia	3,735,439,436	56.5%	461,704,143	12.4%	36.7%	303.9%
Europe	801,821,187	12.1%	343,787,434	42.9%	27.4%	227.1%
Middle East	192,755,045	2.7%	33,510,500	17.4%	2.7%	920.2%
North America	334,659,631	5.1%	237,168,545	70.9%	18.9%	119.4%
Latin Am /Carib	569,133,474	8.6%	116,847,600	20.5%	9.3%	546.7%
Oceania /Austr	33,568,225	0.5%	19,243,921	57.3%	1.5%	152.6%
WORLD TOTAL	6,608,626,128	100.0%	1,256,495,383	19.0%	100.0%	248.1%

Internet statistics (Internet World Stats)



A New Approach to Medical Education

The great and famous medical schools of the west have been used as templates for developing medical education in the developing countries. These are majestic architectural temples to the study of medicine in a manner befitting the status of the practitioners who quite often see themselves as superior to their patients. The curricula were designed for those with higher intellect and who are destined for high office in the commonwealth and the higher echelons in society. Alas, the advent of Margaret Thatcher and her new construction of a meritocratic society ushered in a determined assault on these citadels of medical power. Many of the medical schools were either forced to merge or closed down, in order to cut down on the cost of running them. In the current decade, the emphasis of medical service provision is shifting from technical interventions to tackling the structural and social factors that underlie ill health. The mechanistic Cartesian mind-body dualism which underpins western conceptualisation of ill health is alien to our culture where a holistic view of the person has enabled our traditional healers to treat the whole person for millennium has unfortunately influenced our construction of health, medical education and health services provision. Thankfully, the citizens in western societies are now realising that the mind-body dualism is no longer a viable way of understanding ill health and are pushing their governments to develop more integrated approaches to health care provision. Health promotion, wellness programmes and improved quality of life through life style changes have become official government policy in many countries. The good news for developing countries is that the achievement of these objectives does not require high tech medicine but rather, innovative and better ways of engaging the society.

Unfortunately, developing countries continue to build large and centralised teaching hospitals usually in cities which are far removed from the communities with the greatest need.



The model of medical education which I am proposing for countries such as Nigeria is one that is congruent with our culture and has universal utility.

The HUB and SPOKE MODEL of MEDICAL Service Provision

The Hub and Spoke model here proposed comprises of a Teaching Hospital which serves as the hub of an integrated health care system comprising of a network of state owned General Hospitals in the major towns which are all linked to a network of satellite Rural Health Centres in villages (see Figures 1-3)

1. The Administrative headquarters of the Medical School and the Teaching Hospital are co-located on one site. The Teaching hospital provides a tertiary service for cases referred by the members of its faculty based in the General Hospitals. The General Hospitals are state run hospitals to which an academic from the Medical School provides specialist input alongside colleagues who may not be specialists themselves. Medical students are posted to the General Hospital under the supervision of the Academic staff. General Hospital Staff are given appropriate honorary contracts with the university and are encouraged to participate in the academic life of the medical school. Medical students will undertake rotational clinical postings in satellite General Hospitals. This will expose medical students at a very early stage in their medical training to rural medical practice with its varied diseases not often seen in the traditional Medical Schools. This model has the advantage that a pleasant experience of training away from the Teaching Hospital will encourage graduate doctors to take up posts in these hospitals instead of migrating to the major cities. This is not downgrading Nigeria medical training to the level of the Chinese barefoot doctors but adapting medical training to fit the needs of our culture and society.
2. Increasing access and early intervention at the General Hospital level reduces the geographical distance which people have to travel in order to receive medical intervention and this in turn



will reduce morbidity and mortality for many common medical conditions.

3. The Rural Health Centre provides primary care services and is staffed by qualified nurses, nursing assistants as well as local community health workers or volunteers. The Rural Health Centre is the first point of access to villagers and functions as a filter to the General Hospital. The task of the Rural Health Centres is to undertake Health Promotion and wellness activities with major beneficial impact on local people's lives. The Rural Health Centre will provide information on healthy life-style, the signs and symptoms of common medical conditions. The Rural Health Centre will be the link between the General Hospital and local herbalists, traditional healers, faith groups and opinion leaders in the community. They fulfil an important role in educating their communities about how they can take responsibility for their health in order to reduce communicable and preventable conditions. Their knowledge of the existing informal support networks such as barbers, hairdressers, market traders, local businesses and faith groups provide invaluable health intelligence as to the trends in illness and illness attributions upon which research questions can be formulated and interventions based.

The staff in the Rural Health Centre will require skilling up in order to fulfil these important roles as they are the ambassadors of the health care system.



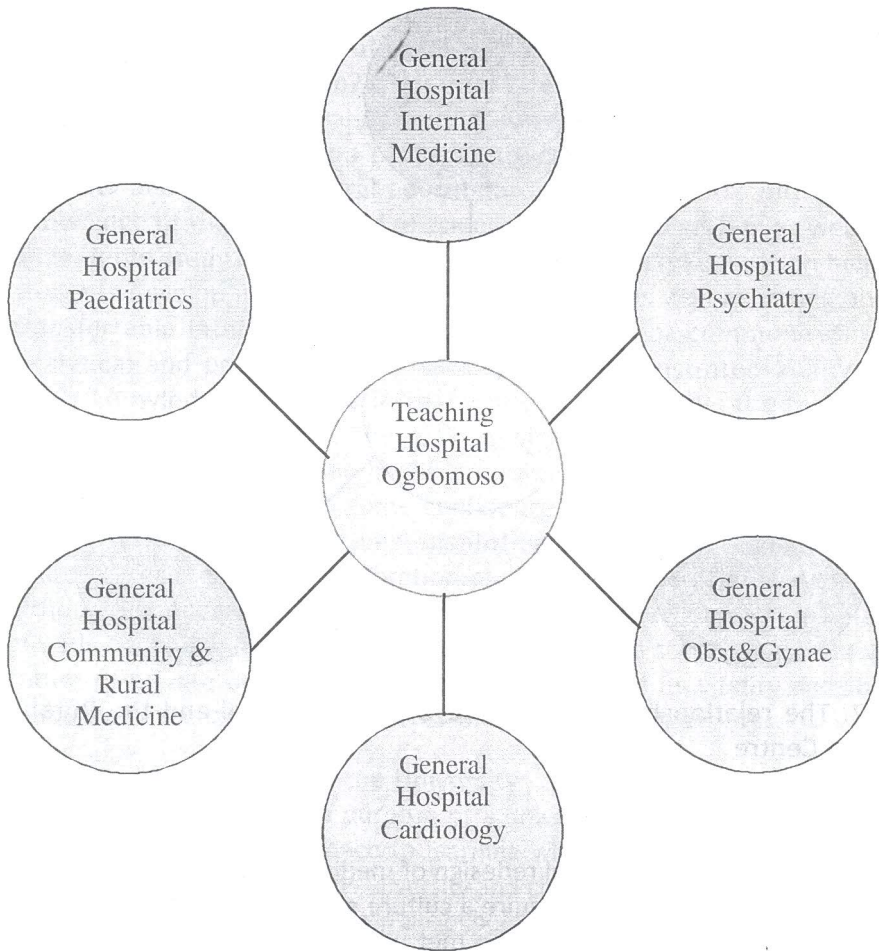


Fig.1.Hub and spoke model: Relationship between medical school and the GH



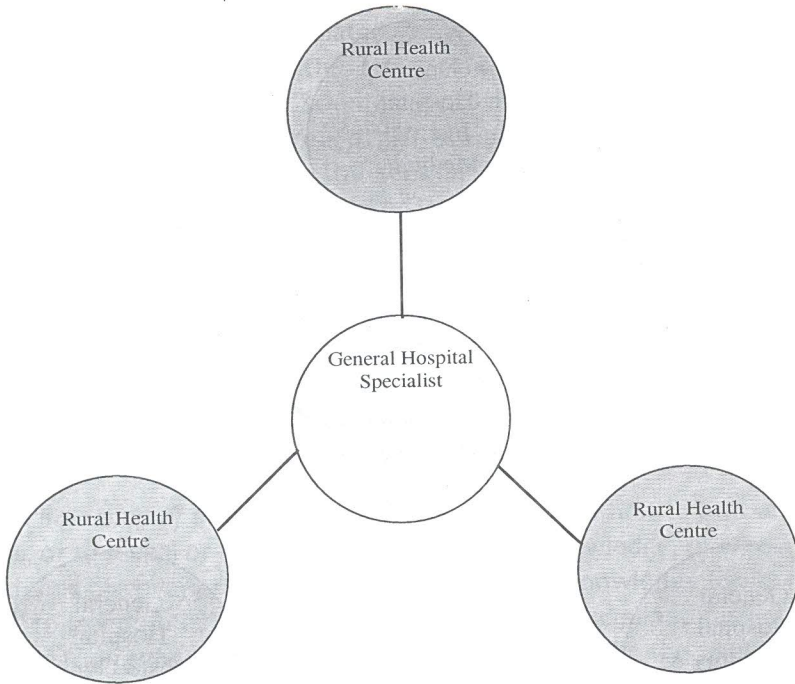


Fig.2. The relationship between the General Hospital and the Rural Health Centre

I am aware that such a radical redesign of medical education and health care provision will not only require a culture shift at the highest level in the University but that it might be met with opposition by those who have benefitted from the existing traditional system and therefore fearful of the impact of such a radical change on their personal careers. It is also likely that such changes will take time to reach fruition and will require to be nurtured. I myself have developed innovative award winning services which were considered as too radical by some parts of the establishment at the time but which are now part of mainstream service provision in the UK.

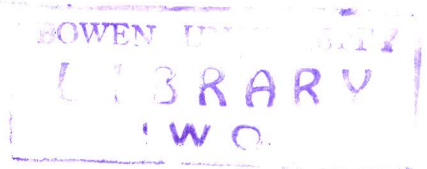
Conclusion

The role of the university in the 21st century will evolve much in the same way that it has done in the past half millennium because universities are both adaptable and enduring institutions. The North has its research universities which are centres of excellence and global in their reach. They are financially well endowed and therefore able to attract international faculty and students. Should Universities in the South be competing with these “world class” universities? To engage in such a David and Goliath battle in my humble opinion will be an exercise in futility. However, universities in emerging economies such as Nigeria can start the process of becoming centres of excellence by developing robust governance arrangements, rigorous criteria for the recruitment of staff with the potential for the development of high standards of scholarships as defined by Ernest Boyer. Of equal importance is the method of selection of students with the highest potential to benefit from university education. For students and faculty to thrive, the university must provide a nurturing environment as well as have a long term goal with which the whole university community can identify.

Research that focuses on finding solutions to local problems will in the long run create a niche for Bowen. Such research should be interdisciplinary and with North-South or South-South partnerships. A Research and Development Lead will be a useful starting point to ensure that the university is engaged and supportive of the faculty.

Degrees incorporating one year of industrial experience are more likely to be of benefit to the local economy as well as ensure continued relevance of the courses taught.

Like Japan of the 60's, we need to harvest and adapt the technologies of the North to solve our problems while developing our own tools - fit for our needs - and those of the wider world.



A healthy Nation is best placed to develop into a wealthy nation. Malaria fever is still the commonest cause of morbidity and mortality in Nigeria yet this disease and the associated socio-economic conditions are preventable. Perinatal mortality continues to be high because resources are not easily accessible at the point of need as women continue to travel long distances in order to obtain basic care. I have described a model health care provision which is capable of providing high quality care at low cost.

The collaboration between the medical school and the network of state hospitals and health centres presents a major opportunity to engage in local translational research in medicine and energy production.

Lastly, to the new graduates of Bowen University, I congratulate you and say go forth bravely and boldly into the world as worthy ambassadors of your Institution. Show that you are special in your moral rectitude, your work ethics and the optimism that you have been equipped with the skills to change the world. Some of you will become local and international captains of industry in a shrinking global village, while some of you will become political leaders who will provide the much needed moral compass for our country and some of you will carry the torch of excellent scholarship bequeathed to you by your professors.

One thing you will always have in common is the solid, moral and ethical foundation, provided by your education at Bowen University.

Thank you!



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